

Unit 1/Lesson 1 Week One

Lesson Title: Launch Word Wall and Vocabulary Logs

Short Term Goal: Improve Student's Academic Vocabulary

Common Core Standards:

CC3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Materials:

Composition notebooks for each child, divided into 3 sections:

My Thinking,

Wonderful Words

Content Learning

Building Academic Vocabulary (hand-out) - Marzano/*Pickering*, Unit 3—pp.14-37

Step Up to Writing- pgs. 69-80 Lesson 2-2 Dictionary Definitions

Social Studies Text pages--14, 18-19

Sample dictionary entries (attached- pg.3 of the lesson)

Vocabulary journals/ space in the room for an academic vocabulary word wall

Direct Explanation/Model:

One to Two Sessions/ whole group and partners

What:

We are going to use a variety of direct and indirect methods of vocabulary instruction.

Why:

Explicit instruction in word-learning strategies gives students tools for independently determining the meanings of unfamiliar words. There are more words to be learned than can be explicitly taught.

How:

We will use Marzano-Pickering's Six Step Process (*Building Academic Vocabulary*-Unit 3 p.14-37)

Step 1: Provide a description, explanation, or example of the new term.

Step 2: Ask students to restate the description, explanation, or example in their own words.

Step 3: Ask students to construct a picture, symbol, or graphic representing the term.

Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

Step 5: Periodically ask students to discuss the terms with one another

Step 6: Involve students periodically in games that allow them to play with terms.

* See handout for more details about each step

Guided Practice:

Introduce students to the word wall if there is one in the classroom or the "Wonderful Word" section of their learning logs. Tell them that there are a few academic words that will be used as we establish our learning community. The two we'll discuss today are **community** and **citizen**. We use dictionaries to find out the meanings of words, but they can be confusing at times. So today we'll look at these words as they appear in a dictionary. Refer to lesson 2-2 on pages 71-72 in Step Up to Writing. Do not use the unicorn entry. Instead use the community and citizen entries attached to this lesson. Once you've explored how to use the dictionary have the students write the words and meanings in their "Wonderful Word" section.

Apply:

The students will work with partners to look up the words **rules** and **laws**. Once they have found the words and recorded them in their logs turn to pages 14, 18-19 in the social studies text books for more practice with the words. Read them in context. Have the students identify words and phrases in the sentences that help to define the words. Tell them that we will be recording words all year long in our learning logs.

Dictionary Entries

cit·i·zen



[pronunciation:](#)

sɪ tə sən [or] sɪ tə zən

[part of](#)

[speech:](#)

[noun](#)

[definition:](#) a person who is a member of a country because of being born there or being accepted as a member by law. *In the United States, only citizens can vote.*

[similar words:](#)

native, subject

com·mu·ni·ty



[pronunciation:](#)

kə myu nih ti

[part of](#)

[noun](#)

speech:

a group of people who live close together or who have the same interests. *Education*
definition : *is important to the immigrant community.*

synonyms: group public, society